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AUTHOR Ireland, Jackie; Feuers-Jones, Allison
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ABSTRACT

The future of community services in the Los Angeles Community College District is examined in light of current fiscal constraints and reductions in force. The report first examines the impact of Proposition 13 on community services throughout California and within the District. The increased reliance on permissive fees and self-supported programs is noted, as are concomitant changes, both positive and negative, in community services programming, enrollment, and staffing. A description of the community services program strengths at each of the nine colleges in the District is followed by an examination of four challenges facing community services in the 1980's. These challenges are to gain acceptance of community services as an integral function of the college, determine ways of providing maximum service, define appropriate goals for community service programs, and develop adequate mechanisms for program funding. The report then discusses the outreach/community development philosophy behind community education and examines, among other possibilities, the use of fee-supported community services as a means of providing programs that might otherwise be curtailed in times of economic constraint. Finally, guidelines are provided for determining the mission of community service programs, staffing them, and assuring adequate funding through a combination of fees, District appropriations, and governmental support. (JP)

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617 West Seventh Street, Los Angeles, California 90017 (213) 628-7788
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THE STATUS AND FUTURE OF COMMUNITY SERVICES IN THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

August 1980

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The Status & Future of Community Services in the Los Angeles Community College District

Prepared by:

Jackie Ireland
Asst. Dean of Instruction/Community Services
West Los Angeles College

Allison Feuers-Jones
Community Services Project Manager
West Los Angeles College

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John T. McCuen, Vice Chancellor

Office of Instructional Services
Louis F. Hilleary, Director

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INTRODUCTION

> Community Services courses may cover the full spectrum of human needs...and provide a district the flexibility, without state approval and bureaucratic intervention, to meet the ever changing, regular and emergency needs of its community not only in recreation but in all areas of human concern (Deans of Continuing Education, 1979).

The same can be said of Community Services activities. Given the potential of this function, it is important to determine how Community Services can best help the college achieve its goals in an era of financial restrictions.

The purpose of this paper is to describe the current status of Community Services within the Los Angeles Community College District and to suggest the future direction of this function within the context of statewide political and financial reality. The following topics are considered: (1) state perspective on Community Services, (2) the status of Community Services within the Los Angeles Community College District, (3) Los Angeles Community College District program strengths, (4) challenges of the '80's: facing political and financial realities, and (5) directions for the future.

STATE PERSPECTIVE

Issues addressed in this section of the report include: (1) the status of Community Services in California community colleges and (2) current state considerations relevant to Community Services.

Status of Community Services in California Community Colleges

Community Services was able to provide service to 11 million participants[1] during 1978-79 in spite of severe budget and program reductions. In order to accurately assess the status of Community Services in California, it is necessary to view it in the context of the changes that occurred in the educational environment as a result of the passage of Proposition 13.

Compared to 1977-78, the amount of funds budgeted for Community Services statewide was reduced nearly $24 million or 62 percent. As a result of the budget reduction, fees increased by 80 percent. The estimated total number of participants served by Community Services declined 36 percent; the number of programs or events by nearly 16,000 or 57 percent; and, the number of Community Services staff by 36 percent (Chancellor's Office, 1978-79).

In addition, the nature and scope of the function changed in at least two significant ways. First, the basic funding mechanism for Community Services changed. For over two decades, Community Services had been funded primarily by income derived from a special-purpose, permissive tax. Permissive tax funds were augmented by income from participant fees and grants. Although the permissive tax was the major funding source throughout the state prior to the passage of Proposition 13, a small but increasing number of districts were not levying the special purpose tax and were funding Community Services out of general funds monies. By 1977-78, the general fund was the primary source for Community Services funding in thirteen community college districts (Chancellor's Office, 1977-78). With the passage of Proposition 13, the Community Services tax was abolished along with other permissive taxes. Consequently, the funding mechanism for Community Services became general fund support and Community Services reserves, which were augmented by grants and increasingly by participant fees.

Second, there was a shift in program emphasis and scope. In the pre-Proposition 13 era, Community Services provided a wide array of educational, cultural, recreational, and community development activities at little or no cost to participants. Following the passage of Proposition 13, programs that could be self-supporting--most often Community Services classes and

workshops--were emphasized. On a statewide basis, programs that could not be self-supporting--most often programs for senior adults and the economically disadvantaged as well as cultural programs--were curtailed or eliminated.

In sum, passage of Proposition 13 resulted in reduced Community Services budgets and a change in the nature and scope of Community Services programming across the state. Consequently, questions need to be asked and answered. What should be the nature and scope of Community Services programming? How can Community Services be most effective as an integral part of the community college? These questions become even more significant in an era of tax limitation initiatives. As districts seek answers to the foregoing questions, the educational decisions and financial planning occurring at the state level need to be taken into consideration.

State Commitment to Community Services

The Board of Governors provided a philosophical framework for local districts to determine the future status and role of Community Services within California community colleges by action taken on June 22, 1979. At this time, they established Community Services as one of the statewide objectives to be treated in the community college planning and accountability process.

Additionally, the Board of Governors provided a framework for Community Services funding. Permissive fees for Community Services were supported in the Long Term Finance Plan as was adjustment of charges for those unable to pay. Another concept relative to the funding of Community Services was included in the Long Term Finance Plan. It was proposed that public funding be provided for "one-half of the marginal cost of future changes in Community Services classes..." (California Community Colleges, 1979). While the Long Term Finance Plan opens the door for state support of Community Services

classes, this option has not been adopted.

A State Chancellor's Special Advisory Committee on Credit/Non-Credit has been charged to prepare "... for Board of Governors' review and action, prior to July 1, 1980, a classification of curriculum and Community Services." (California Community College Community Services Association, 1979.) It appears that the Committee will recommend that Community Services be classified according to classes and activities. While permissive fees will remain as the primary funding mechanism for Community Services programs, it also appears that this Committee will recommend some form of state support for Community Services.

Although it is still too early to know what state recommendations will be with regard to Community Services, important state viewpoints may be summarized: (1) the state maintains a firm philosophical commitment to Community Services as a major function within the community-based community college system; (2) a permissive fee funding mechanism appears to be favored; (3) fees provide a district the flexibility, without state approval and bureaucratic intervention, to meet the ever changing, regular, and emergency needs of its community.

STATUS OF COMMUNITY SERVICES IN THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

In 1975-76, the Los Angeles Community College District was providing 45 percent of all the Community Services offerings in the State of California (Chancellor's Office, 1977). After Proposition 13, the District's Community Services programs continued uninterrupted with the exception of one summer session (1978). Nearly two million[1] participants were involved in programming during the 1978-79 Fiscal Year; however, the number and kind of offerings underwent extensive cutbacks. These included: initial elimination of free Gold Cards, elimination of District-supported classes for senior adults, the cancellation of most cultural events, the end of open recreation, budget

reductions of 57 percent, and fee increases of 100 percent. As a result, the number of participants declined between 1977-78 and 1978-79 by 38 percent.

Table 1 indicates comparative data concerning the number of District Community Services participants served.

Table 1

A Two-Year Comparison of the Number of Community Services Participants Served

		Change	
1977-78	1978-79	#	%
1,575,672	988,083	-592,589	-38

(Los Angeles Community College District, 1977-78 and 1978-79)

The decline in District Community Services participants can be attributed to several major factors:

1) The cancellation of summer school resulted in a significant loss in enrollment which took almost one year to rebuild.

2) Participant loss (66 percent) occurred largely in the categories of older adults and the disadvantaged who indicated they could not afford, or were not willing to pay, increased Community Services fees--even, in the case of seniors, with a 50 percent Gold Card fee reduction.

3) Cultural and recreational programs and community development activities --those programs that could not be self-supporting--were reduced and in many cases terminated thereby eliminating many participants.

Fiscal Impact

Los Angeles Community College District Community Services budgets were reduced from $6,619,830 in 1977-78 to $2,868,407 in 1978-79. Concomitantly, there was a reduction in staff in all of the colleges. To partially compensate for budget reductions, the District instructed Community Services staff to operate programs on a self-supporting basis. The District provided or adopted a formula whereby Community Services activities would be provided

to participants at a charge to equal program cost plus 40 percent. Consequently, Community Services fees increased 100 percent in the post-Proposition 13 era.

Changes also occurred in instructional offerings as described in Table 2.

Table 2

A Two-Year Comparison of the Number of Instructional Offerings and Participants Served

			Change	
	1977-78	1978-79	#	%
Courses	2,362	2,649	287	12
Participants	56,350	36,978	-19,372	-34

(Los Angeles Community College District, 1977-78 and 1978-79)

It is interesting to note that 34 percent fewer participants were served even with a 12 percent increase in the number of instructional courses. This factor indicates lower enrollment and possibly course cancellations because fees were either imposed or increased thereby excluding or reducing participation by the financially disadvantaged.

The larger number of classes promoted is a further indication that Community Services practitioners began to place increasing emphasis on those programs that had the potential of being self-supporting.

In contrast to instructional programs, both the number of activities offered and the number of participants enrolled in recreational programs declined after Proposition 13 as is shown in Table 3.

Table 3

A Two-Year Comparison of the Number of Recreational Class Offerings and Participants Served

			Change	
	1977-78	1978-79	#	%
Classes	1,948	1,308	-640	-33
Participants	29,176	16,734	-12,442	-43

(Los Angeles Community College District, 1977-78 and 1978-79)

In the area of recreational offerings, the decline in number of classes and participants also can be attributed to an increase in fees or the levying of fees where none had existed before.

After Proposition 13, the number of recreational and community development activities and cultural offerings decreased 33 percent district-wide, while the number of participants in these activities decreased 41 percent as indicated in Table 4.

Table 4

A Two-Year Comparison of Los Angeles Community College District Open Recreation, Cultural Activities, and Community Development Programs

			Change	
Activities	1977-78	1978-79	#	%
Supervised Recreation Participants	158,465	125,884	-32,581	-21
Cultural Program Participants	1,226	1,150	-76*	-6
Community Development Program Participants	2,553	1,416	-1,137	-45

*This number includes non-District supported events and therefore distorts the data.

(Los Angeles Community College District, 1977-78 and 1978-79).

The greatest decline in service occurred in cultural programming and community development activities--those areas that could not be self-supporting. In many instances such programs and activities were abandoned altogether, due to cutbacks in funding. However, staff indicates that local musical and theater production groups volunteered to perform on campuses free-of-charge. Most of the events that senior adults had attended in the past were eliminated.

Civic Center Permits

All activities designated as Civic Center utilization of community college facilities, such as lecture halls, classrooms, theaters, gymnasiums,

tennis courts, swimming pools, auditoriums, and other community college facilities, were reported by the colleges in the following table.

Table 5

A Two-Year Comparison of Civic Center Act Permits and/or Leases Issued*

	1977-78	1978-79	Change #	Change %
Number of Permits and Leases	857	2,756	1,899	222
Estimated Number of Participants	581,542	432,872	-148,670	-26

*These figures represent only those colleges where Community Services continues to perform this Civic Center function.

(Los Angeles Community College District, 1977-78 and 1978-79)

Although the number of people utilizing campus facilities under Civic Center Permit decreased in 1978-79, the number of permits increased. Furthermore, more Civic Center Permits were issued on a fee rather than a free basis as was the case before Proposition 13.

Extensive staff cutbacks in Community Services resulted from budget reductions following Proposition 13. These are indicated in the following table.

Table 6

Changes in Full-Time Classified and Administrative Positions in Community Services Programs

Full-Time Positions	1977-78	1978-79	Change #	Change %
Classified Positions	64.25	36.55	-27.70	-43
Administrative Positions	13.00	3.75	-9.25	-71

(Los Angeles Community College District, 1977-78 and 1978-79)

Classified staff cuts produced one positive benefit. The District, which remained in harmony with state sentiment, removed custodians, campus police, and public information officers from Community Services budgets. This move resulted in the integration of Community Services into the mainstream of college operations.

In summary, statewide trends in Community Services are clearly manifest within the Los Angeles Community College District in the post-Proposition 13 era. Budget reductions led to cutbacks in service and staff and to increases in fees. The funding emphasis shifted to permissive fees. And, there was a shift in program emphasis and scope. Programs that could be self-supporting--generally Community Services classes and workshops--were emphasized. And, programs that could not be self-supporting--most often programs for senior adults and the economically disadvantaged as well as cultural events--were curtailed or eliminated.

The shift in the method of funding and in the scope and type of program offered were unavoidable results given the abolition of the Community Services permissive tax and other fiscal reductions. It is important to understand the reductions and changes that occurred. But, it is essential to understand the strength of Community Services--strength in spite of reductions. This strength derives largely from its flexibility and adaptability in responding quickly to community pressures and needs.

LOS ANGELES COMMUNITY COLLEGE DISTRICT PROGRAM STRENGTHS

The passage of Proposition 13 caused some positive changes in Community Services offerings. Marginal programs were abandoned in favor of fewer but fiscally independent offerings which continued to meet community needs--often in a unique manner. As a result, constant and growing community support enabled the colleges to maintain effective levels of operation, while a few actually surpassed pre-Proposition 13 income-producing potential and numbers served.

An examination of programs on an individual basis illustrates this point. The following section highlights unusual Community Services offerings and program strengths at each District college.

Los Angeles City College

City offers a number of unusual programs including: an alcoholism workshop, a college for children, swimming and diving workshops, and theater productions. Its Community Services programs did not suffer sustained reverses in class offerings after Proposition 13, and currently is the largest and most financially independent in the district. It serves 23,000 registrants per year with 1,500 workshops and classes generating an income of $400,000.

Current program strength resides in the fact that Community Services is given high priority in the college and has exceptional coordination with all regular college divisions as well as outstanding publicity and marketing.

East Los Angeles College

East has four particularly strong programs: reading improvement in cooperation with the campus Learning Center; the VITA (Volunteer Income Tax Assistance) Program, in cooperation with the IRS, which is offered both in Spanish and English; the art of Bunka embroidery, which is encouraged and promoted by the Japanese community in successful exhibits on campus and in the community; and the Orquesta Sinfonica del Estado de Mexico, which is co-sponsored with the City of Los Angeles for a minimal cost to the college.

Program strengths include an active physical recreation program for all ages--infants to senior adults--and ethnically-oriented programs geared to the Japanese, Chinese, and Mexican segments of the population.

Los Angeles Harbor College

Harbor has a large program of community education activities featuring special interest tours, a Music Conservatory, Reading and Math Skills Center, Film Lecture Series, and College for Kids. There are also a summer musical, children's theatre tour, and community concerts and festivals.

Harbor is currently experimenting with a pilot program in Continuing Education that generates ADA. This concept has never before been employed by the District. Eighty non-credit classes offered in the spring 1980 program filled to capacity. Many of these classes were designed for personal development and professional relicensure.

In addition, Harbor's regular community fee-based program is steadily increasing in diversity and income-generating potential. Program strengths include good community and college relations, strong community involvement in programs, and cooperative efforts with divisions on campus, both in terms of faculty participation and innovative course development.

Los Angeles Mission College

Mission specializes in the following kinds of Community Services offerings: career development; travel and physical education programs; dance classes such as Ballet Folklorico; and Mexican, Chinese, vegetarian, and microwave cooking classes. Approximately 200 activities will be offered during the 1979-80 Fiscal Year.

The strength of the program is its communications network between the Community Services staff, faculty, and administration.

Los Angeles Pierce College

Pierce offers many successful and high quality programs. Among them are: equestrian training, cultural performances for children, and self-improvement seminars. The newest addition to programming is Departmental Samplers (first introduced by Dr. Alice Thurston). These "samplers" serve as an introduction to department related subjects and provide the opportunity

to make brochures and information available to the community regarding academic offerings in these areas, thus encouraging enrollment in credit classes.

Balanced programming and a strong income-producing non-credit educational program that will offer over 700 workshops and seminars to more than 8,000 participants during the 1979-80 Fiscal Year, and that will provide a testing ground for the credit program, are the strengths of Community Services at Pierce.

Los Angeles Southwest College

Southwest offers such unique programs as: PASA (Performing Arts Saturday Academies), traffic safety school, Excursions for Education, Everyday Skills Workshop for Adults, Real Estate Relicensing for Brokers and Salespersons, and a CETA-funded Title III-C meal program sponsored by a local community group.

Two outstanding programs in particular are the After School College which offers skills improvement and enrichment to youngsters ages 7-17 and Mini College for the Young Mind which provides sophisticated activities for gifted, talented, and high achievers (ages 7-17) from the Los Angeles Unified and surrounding school districts.

The strength of Southwest's Community Services program is unique in that it recruits potential credit students by attracting them to the college at an early age and instilling in them the concept of a community college education.

Los Angeles Trade-Technical College

Trade-Tech offers unusual programming such as: sponsoring a basketball tournament with the U.S.A. Basketball Development League which scouts and recruits players from these teams to play pro-ball; conducting a summer Youth Work Program in cooperation with the City of Los Angeles Recreation and Parks Department; offering a VITA (Volunteer Income Tax Assistance) Program to the community; providing instruction in carpentry to employees in the Housing and Repair section of Compton; and assisting Financial Aides in arranging on-campus work study jobs for students.

Trade-Tech Community Services' primary strengths are co-sponsoring events with non-profit organizations and conducting joint ventures with other college departments.

Los Angeles Valley College

Valley has three components which provide for unusual programs. The Senior Adult Program is the only remaining full-scale operation for this segment of society in the District since the passage of Proposition 13. In a time of reduced dollars, Valley's program has found innovative ways to provide cultural programs for the community. For example, the Artists in Residency Program provides space for rehearsal in exchange for community performances, and the Senior Adult Program co-sponsors programs with such groups as the Los Angeles County Museum and Civic Concerts as well as other community cultural groups. The program also provides peer teacher and counselor training for older adults along with additional special workshops.

A second component, on-campus community education programs, offers such unique programs as planetarium lectures, amateur astronomy, preparation for real estate, American History and writers' workshops; some of which were offered with the idea of serving as potential recruitment for related credit classes. Twenty-four classes offer continuing education units.

A third component, the Outreach Program, is very similar to the on-campus community education programs, but is held off-campus.

Valley College Community Services' strengths include strong community support, the ability to provide low-cost cultural programs, and the capacity to serve new populations.

West Los Angeles College

West's unusual programs include: The VITA Program, which was pioneered on this campus eight years ago; daytime cooking classes offered in the community; classes providing continuing education units for nurses; and

cooperative programming with other college departments and agencies such as the Culver City Department of Human Services and the American Cancer Society. In addition, Community Services designed and implemented the first phone-in registration system in the State of California.

The strength of the program includes improved college relations, cooperative efforts with other departments on campus and with community agencies, and the fact that Community Services is given high priority at the college.

District-wide

Community Services district-wide enrollment in classes for the first half of the 1979-80 Fiscal Year was 37,308. One thousand nine hundred forty-nine (1,949) classes were offered.

In conclusion, it is important to note that in spite of staffing and budgetary reductions, Community Services has demonstrated that it can serve as an integral component of the college by providing a positive link or bridge between the college and the community.

CHALLENGES OF THE '80's: FACING POLITICAL & FINANCIAL REALITIES

While Community Services has demonstrated flexibility and adaptability with its programming, two factors must be considered. First, it is important for Community Services to adapt to the broader college picture. Second, certain political and financial realities must be considered. The needs of the total college and the realities of the '80's must provide a frame of reference for assessing the major challenges facing Community Services. Major challenges include: (1) gaining acceptance of Community Services as an integral function of the college, (2) defining the most appropriate role and establishing realistic goals for Community Services, (3) determining innovative ways of providing a maximum amount of service, and (4) developing adequate mechanisms for program funding.

Acceptance of Community Services as an Integral Function of the College

Perhaps the greatest challenge facing Community Services is that of gaining acceptance as an integral function of the college. While the Community Services special purpose tax enabled California community colleges to provide unparalleled service at little or no cost to the community, it also resulted in Community Services being viewed as a function apart from the rest of the college. In spite of the fact that Community Services was often viewed as a peripheral part of the college, it is included as a major function in the mission statement of the community colleges.

The myth that Community Services was separate and different from the rest of the college has had harmful effects upon the entire college. Some of the detrimental effects include: (1) failure to recognize and utilize the full potential of Community Services as a tool for recruitment and program development, (2) lack of cooperation and coordination between Community Services and other college departments, and (3) creation of unrealistic and artificial barriers for Community Services.

The Appropriate Role and Realistic Goals for Community Services

Community Services must face other major challenges. In an era of reduced dollars, the most appropriate role for Community Services must be defined, and realistic goals must be established. It must be determined what populations are most appropriate for Community Services to serve and what type of programming is most essential for Community Services to provide.

Innovative Ways of Maximizing Service

Community Services faces the challenge of determining innovative ways of providing a maximum amount of service with substantially reduced dollars. Community Services has always been recognized for its ability to be flexible and for its innovative strength. This ability and strength must be emphasized

now more than ever before in order for Community Services to rebuild and/or maintain balanced programming and maximum service.

Adequate Mechanisms for Program Funding

In conjunction with the foregoing, Community Services faces the challenge of developing adequate program funding. The advantages of fees are not to be overlooked. Fees help to safeguard local autonomy and avoid bureaucratic procedures associated with state funding, encourage presentation of salable activities, contribute to district flexibility in meeting the ever changing regular and emergency needs of the community, and allow Community Services to avoid becoming involved in the scramble for available dollars.

However, fees alone do not provide an adequate means of funding Community Services programs. Although Community Services fees increased 80 percent in the year following passage of Proposition 13, they added only $3.25 million to the statewide Community Services budget (Chancellor's Office, 1978-79). Fees also restrict or prohibit participation by low income groups. Finally, the ability for Community Services to generate excess dollars with income producing programs may not be allowed in the future. "The Gann initiative indicates that excess income must be refunded by a reduction in income collections in future years. If this excess income will no longer be available, many cultural programs will have to be eliminated" (Fallo, 1979).

Although fees do not provide a totally adequate funding mechanism for Community Services, they may unfortunately be the only realistic one in a time of reduced dollars.

DIRECTIONS FOR THE FUTURE

This section of the report focuses upon: (1) philosophical concepts relating to Community Services and their implications for local districts and (2) specific recommendations for Community Services within the Los

Angeles Community College District.

Philosophical Concepts and Implications for Local Districts

As local districts plan for the most efficient ways to provide educational services in an era of financial limitations, the following concepts should be considered with regard to Community Services.

1. Community Services is an important and major function of our strongly community-oriented college system. As such, it should be incorporated into the mainstream of collegiate master planning.

2. Community Services is the most flexible function within the community college and the one for which the greatest amount of local control can be maintained. Consequently, colleges should place an increasing amount of reliance on Community Services as a vehicle for meeting the ever changing, regular and emergency needs of the community.

3. Community Services is funded primarily by permissive fees. Therefore, it should be recognized that Community Services provides the college with a mechanism for providing a variety of services that might otherwise be curtailed or eliminated in a time of financial restrictions.

4. "Community Services is an outreach function of the community college which attracts people to the colleges and generally reaches people and groups in the community who would not otherwise be involved with their community college" (Noble, 1980). Therefore, the potential of Community Services as a resource for recruitment and constituent support for the college should be recognized.

5. Community Services "...enhances, enriches, and provides definition to other college programs" (Noble, 1980). Accepted as an integral part of the college, Community Services programs can be coordinated with other programs of the college and thereby strengthen, compliment and develop them.

6. "Community Services is actively involved in coordinating with other community organizations to resolve community problems and often serves as a catalyst to bring community groups together around issues and community needs" (Noble, 1980). Thus, the role of Community Services in community development should be emphasized.

A significant challenge of the '80's is to do more with less. Community Services can and must be developed in such a way that it will play a major role in meeting this challenge.

Recommendations for Community Services in the LACCD

The foregoing philosophical overview provides a rationale for a strong Community Services program. However, current political and financial realities may temper even the soundest educational philosophy. Recommendations for Community Services' future within the LACCD are made in the context of current financial and political realities. The recommendations deal with the following topics: (1) the role of Community Services within the community college, (2) Community Services mission and goals, (3) Community Services staffing, and (4) Community Services funding.

Role of Community Services within the College

"Societal and educational developments clearly indicate that Community Services, often regarded as a peripheral frill, should be the third major role of the comprehensive Community College" (Kavanaugh, 1979).

In order to make Community Services an integral part of the college and have it recognized as a major function, two steps should be followed: First, a closer relationship should continue to be developed between Community Services and the Office of Instruction. Second, staff development programs need to be conducted so that increasing numbers of the staff will understand the Community Services function.

Community Services Mission and Goals

The mission of Community Services should be to function as "an integral part of the comprehensive community college providing educational, cultural, and recreational programs and activities that meet expressed community needs" (California Community College Community Services Association, 1980). Community Services should offer flexible timely responses to needs beyond the traditional college curriculum; serve as a catalyst for new ideas and non-traditional programs; initiate community development; and deliver outreach programs to target populations (California Community College Community Services Association, 1980).

The primary goal of Community Services within the Los Angeles Community College District should be to continue to provide community education programs. It is appropriate for Community Services to offer classes that meet community needs and interests and can be self-supporting. As other states have demonstrated, it is wise "...to let community education be self-sustaining to the extent possible to satisfy the immediate needs of the community" (Kavanaugh, 1979). Therefore, it is appropriate for Community Services to offer classes for continuing education units and vocational retraining and relicensure, as well as avocational and recreational classes, and those for intellectual, cultural, and ethical development.

Insofar as funds permit, Community Services should also continue to provide cultural, recreational, and community development activities and encourage community use of the campus through Civic Center permits.

Community Services classes and cultural and recreational programs that cannot be self-supporting, as well as service to populations that cannot pay, should be reduced or eliminated at this time unless funding alternatives can be found.

Appropriate classes should be shifted to a non-credit ADA base. Excess income should only be used for those non-income producing or partially self-supporting programs that relate directly to major Community Services goals.

Since Community Services classes are emphasized, the LACCD should act to remove some of the artificial divisions between Community Services and credit classes; for example, the refusal to call Community Services course offerings "classes." This recommendation is in harmony with the classification system being developed by the State Chancellor's Ad Hoc Committee on Credit/Non Credit. It also would facilitate the internalization of Community Services as an integral part of the college.

Given the current educational climate and fiscal reality, Community Services should place additional focus upon three other goals. (1) It should provide opportunities for development and experimentation of new programs. (2) It should emphasize college recruitment. And, (3) it should provide leadership in building bridges to the community.

By providing opportunities for development and experimentation, Community Services will facilitate the process of becoming an integral part of the college. It will also provide a cost efficient means of piloting new programs or developing existing ones. For example, if the college is interested in offering a new program, Community Services could offer short-term, fee-based workshops in that subject in order to assess community interest. If the program area proves viable, it could be developed for credit. If not, the credit division of the college would be saved from spending unnecessary dollars and valuable person-hours in development of a potentially low enrollment program.

In addition,

> many academic departments could offer short-term seminars on topics related to their course offerings. These seminars could be departmental "samplers" of regular offerings: ethics, nutrition, art or literature of a particular period, and (sic) geological field

> trips are a few examples of virtually endless department-related subjects. Many out of school adults are fearful of taking courses for credit; they might be reassured by participating in a non-credit sampler (Thurston, 1979).

"Community Services has been and should increase its role as a developer of matriculated student enrollment" (Welch, 1979).

> Men and women not registered for any course account for much of the attendance at art exhibitions, concerts, dance and dramatic performances, and fine arts lectures on campus. ...This leads adults to enroll in credit and non-credit courses (Harrington, 1977).

For example, a Rio Hondo College survey revealed that "10 percent of the respondents enrolled in credit classes after first attending Community Services events or non-credit classes" (Nakamura, 1979).

> The time when the development of enrollment through community education is most vitally needed is when matriculated students are few, and competition for these students is most keen. This seems likely to be a description of the next ten years (Welch, 1979).

Consequently, the proven recruitment potential of Community Services must be emphasized. "A systematic approach would include distribution of college literature, a standard paragraph for all program announcements and Community Services schedules, brief talks at courses or workshops about related credit offerings by a counselor or instructor" (Thurston, 1979).

Recruitment can also be facilitated through programs targeted for unserved populations. One such group, youth, should be included in future Community Services programming. For example, a "Kiddie College", community educational support services for junior and senior high school students, and educational and career testing for high school seniors, should be emphasized.

Furthermore, college recruitment and community identification with the college can be enhanced through community use of college facilities in accordance with the Civic Center Act. In order to continue to provide community accessibility without draining the financial resources of the college, the LACCD should provide active leadership to revise the existing Civic Center Act. The current

act mandates free use of facilities for many groups and many types of activities. Fees can only be charged for use for certain specified types of activities. Legislation must be enacted to allow Boards to stipulate that fees may be charged for all facilities use under the Civic Center Act. A legislative proposal to this effect is currently being considered by the CCJCA Commission on Business and Facilities Management. Once such legislation is enacted, the LACCD should immediately adopt rules that will enable all Civic Center permits to be issued for a fee that will cover costs associated with facilities usage.

It is also essential for Community Services to provide leadership in building bridges to all of the communities--geographical, ethnic, economic, political, social, and religious--served by the college (Fujimoto, 1980). This can be achieved by providing activities tailored for specific communities, by becoming involved and providing leadership in the various communities, and by working closely with community members in order to understand community needs and community perceptions of the college. As more bridges are built, the colleges will become a more integral part of their community, and constituent support for the colleges will increase.

Staffing for Community Services

Effective staff utilization is extremely important in a time of reduced dollars. Members of the full-time certificated faculty should be encouraged to develop new classes and test them through the Community Services program. Such expertise would provide a more flexible opportunity for experimentation and development of these courses. It would also provide full-time faculty with an excellent opportunity to revitalize programs.

Furthermore, Community Services as a major function of our community-based college system, should be headed by a full-time person at the administrative/managerial level.

It is a district-wide reality that most half-time certificated administrators in Community Services spend the major portion of their time in non-Community Services assignments. Consequently, the respective Project Managers are performing as administrators but not receiving commensurate pay.

Various alternatives could be pursued in order to provide adequate management for Community Services. The Personnel Commission could conduct a classification study and create an appropriate classified management position for Community Services. The Assistant Coordinator position could be utilized in Community Services, or existing Coordinators or Assistant Deans could be assigned full-time responsibility for Community Services.

Should one of the first two alternatives be pursued, the line item for the current half-time certificated administrator in the Community Services budget would be transferred to the general fund. The total college would benefit from a more effective use of a certificated administrator at no additional financial burden.

Funding

The LACCD policy of providing District support for the basic prescribed Community Services staff, as well as indirect program costs, should be continued. Direct program support should continue to come from fees and excess income. This policy is in harmony with the State Board of Governors direction and is practical in an era of reduced dollars.

However, participant fees are not always sufficient for funding all desirable Community Services programs. Other avenues for funding should be explored. Serious consideration should be given to the possibility of providing community education offerings eligible for state support. Based on the success of the Harbor College model in Palos Verdes, this avenue for revenue should be actively pursued. Cooperative ventures between Community Services and other service providing agencies need to be explored. The West Los Angeles College cooperative venture with the Culver City Department of Human Services may restore open recreation programs to the pre-Proposition 13 level without cost to the college. The City may fund the program

because of community recreation needs. Similar cooperative ventures should be actively pursued in all communities. Funding through foundations and other private donations should also be explored. Such ventures have been successful in northern California--particularly in the San Jose Community College District and at Foothill DeAnza. This avenue should be pursued in our District--particularly in the area of cultural programming.

In addition, the Board of Trustees should continue to extend Gold Card privileges to senior citizens. The Board of Trustees should also establish a funding policy for the economically disadvantaged. Board of Governors Action on June 22, 1979 stipulated that permissive fees should be adjusted for those unable to pay. Therefore, our Board should adopt policy that implements state guidelines.

FOOTNOTES

[1] It should be noted that the estimated number of participants represents a duplicated count because some individuals participate in more than one activity and/or more than once in the same kind of activity.

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